


# Implementation of the Qur'an Memorization Learning Curriculum for Al-Qudwah Primary School Students Malaysia

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## A B S T R A C T

This research aims to overcome the implementation of the Qur'anic learning curriculum and identify supporting and inhibiting factors in the Qur'anic learning curriculum in al-Qudwah Malaysia primary schools. This research was carried out using a qualitative research method, namely looking at the condition of natural objects and the researcher himself as an instrument by using the collection of obtained regulatory data and analysis of inductive or qualitative data. The results of the study show that the implementation of the Qur'an memorization learning curriculum has been carried out well so that students can implement it in their daily lives. With the learning of halarel, the Qur'an that has been applied in school makes students more noble, tawadhu', istqomah and stay away from reprehensible deeds.

**Keywords:** *Implementation, Curriculum, Methods, Memorization, and the Quran.*

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## INTRODUCTION

The learning curriculum is a learning plan that is used as a guideline in planning a lesson in class or tutorial learning. This learning model refers to the learning approach that will be used by teachers, including the objectives of teaching, stages in learning activities, learning environment and classroom management. The learning model is also a systematic procedure or pattern that is used as a guideline to achieve learning goals in the classroom, in which there are learning strategies, learning techniques, learning methods, learning media, and learning tools (Shilphy A. Octavia, 2020).

The curriculum at Al-Qudwah Primary School, is a combination of general education and religious education, with a special emphasis on memorization and understanding of the Quran. This curriculum not only covers academic subjects such as Mathematics, Science, and Language, but also strengthens religious learning through Fiqh, Akidah, and Sirah (Islamic history). The main focus is to form students who are intellectually competent while having noble morals in accordance with Islamic values.

The Qur'an memorization program is an integral part, where students are directed to memorize certain surahs based on their level, with varied learning methods, such as talaqqi, muraja'ah, and tasmik. In addition, the school also provides a conducive learning environment, including technological support and competent educators, to ensure that students are not only able to memorize but also understand and practice the teachings of the Qur'an in daily life.

Curriculum implementation is defined as a written form of curriculum that is packaged in the form of learning. Implementation is defined as an implementation or application, while curriculum is defined as a curriculum document (potential curriculum). Therefore, curriculum implementation is an application, idea, or concept of a potential curriculum that consists of curriculum documents into the actual curriculum, namely in the learning process (Muhammad, 2021)

The implementation of the curriculum is always related to the educational process of children in schools. Thus the education of children is one of the most important aspects of individual development. Quality education focuses not only on cognitive development, but also emotional and social development (Ruslan, 2024).

Education has basically existed since the beginning of human existence on earth, although in a simple form, therefore the educational process develops along with the course of human life. Character education is able to form good morals that will be an integral part of faith and determine the character of a Muslim (Khaidir, 2023).

According to Istarani in Muhammad Ishaac's book entitled *The Development of Islamic Learning Models*, the learning model is the entire sequence of presentation of teaching materials that includes all aspects before, during, and after the learning process carried out by teachers and all appropriate means used directly or indirectly in the learning process (Muhammad S., 2020).

According to Kemp in his book *Mohamad Syarif Sumantri* entitled *Theory and Practice Learning Strategies at the Basic Education Level*, the learning model is a learning activity that must be carried out by teachers and students in order to achieve learning goals that can be achieved effectively and efficiently (Sumantri, 2016)

Meanwhile, according to Khalid, memorizing the Qur'an is an effort to recite verses of the Qur'an mutqin (strong memorization) then trying to interpret it with verses. From the description above, it can be concluded that memorizing the Qur'an is an effort to put it into the mind to always remember by reciting the verses of the Qur'an correctly without looking at the mushaf (Al-Laahim, 2008).

In learning, it is known by terms such as: Learning Model, Learning Approach, Learning Method, Learning Strategy, Learning Technique, and Learning Tactics. These terms are very common in the educational environment, even experts give different definitions to the above terms. The Learning Model is a form of lesson that is described from beginning to end that is presented specifically by the teacher (Dasep Bayu Ahyar, 2021)

In other words, a learning model is a wrap or frame of the application of an approach, learning method, learning strategy, and techniques, as well as learning tactics. Examples of learning models include cooperative learning models, hands-on learning models, or problem-based learning models. Learning strategies are strategies in learning such as teachers activating students, or motivating students.

Approach is a teaching guideline that is still theoretical in nature. The learning approach can be said to be our perception of the learning process. The term approach refers to the occurrence of a process that is still very common. Therefore, the learning models and methods used depend on certain approaches (Hayani, 2022)

Method is the way of teaching or the way teachers deliver learning materials to students. For example, lecture, discussion or question and answer methods. Techniques and tactics are the elaboration of learning methods. Technique is the way a person does it in order to do a method. For example, a tahfizh teacher has certain techniques in teaching his students. Meanwhile, tactics are a person's style in carrying out a certain technique or method (Lefudin, 2017).

From the explanation above, it can be concluded that a learning model applied by teachers depends on the approach used, while how to run the model can be determined by different learning methods. Then, in the process of applying learning methods, teachers can determine the techniques that are considered to be in accordance with the method, and in using these techniques, teachers have tactics that may differ from one teacher to another.

A learning model can be understood as a conceptual framework that outlines and describes a systematic process in organizing learning and learning experiences to achieve specific learning objectives, which serves as a guideline for learning planning for teachers in the implementation of learning activities. According to Dick and Carey in their book, *Mohamad Syarif Sumantri*, stated that the learning model is a set of learning materials and procedures that are used together to produce learning outcomes for students. Thus, learning activities are really systematically organized activities (Syarif, 2016).

Memorizing the Qur'an is an activity of living and instilling the readings of the Qur'an into the heart so that it is firmly attached to the memory. The activity of memorizing the Qur'an occupies the highest level compared to just reading and listening because it is a collection of three activities at once, namely reading, repeating reading, and storing in brain memory. According to Sa'dulloh, memorizing the Qur'an is a process of remembering where all the verse material (details of its parts such as phonetics, waqaf, and others) must be remembered perfectly (Ash-Shabuni, 1998).

Despite having a structured approach, the implementation of this curriculum faces various challenges, such as differences in students' ability to memorize, limited study time, and availability of supporting facilities. In addition, an evaluation of the effectiveness of this curriculum needs to be carried out to ensure the achievement of learning objectives, especially in terms of student memorization results, parental responses, and contribution to the formation of student character. Therefore, this study is important to evaluate and identify opportunities for improvement in the implementation of the Qur'an memorization curriculum at Al-Qudwah Elementary School, so that it can improve the quality of education and make a significant contribution in forming a superior generation of Qur'an.

## METHOD

In this scientific research, the researcher uses a type of descriptive qualitative research. Qualitative research is a research method used to research on the condition of natural objects, and the researcher himself as the key instrument, the data collection technique used by triangulation, the data obtained tends to be qualitative data, the data analysis is inductive or qualitative, and the results of qualitative research are to understand meaning, understand uniqueness, construct phenomena and find hypotheses (Sugiyono, 2017).

In simple terms, it can be said that the purpose of qualitative research is to find answers to phenomena or questions by applying scientific procedures systematically using qualitative methods (Sidiq, 2019). Qualitative research is widely used in the social field. In qualitative research, the results of the research are not obtained through statistical or quantitative processes. In this study, a naturalistic approach is usually used to find out certain phenomena.

## FINDINGS AND DISCUSSION

This research was carried out at Al-Qudwah Elementary School by discussing the following things:

### **Implementation of the Qur'an Memorization Learning Curriculum at Al-Qudwah Elementary School.**

As a tahfidz teacher, the Quran must have maximum results in educating students, especially in the process of implementing the Qur'anic memorization learning curriculum. The researcher explained that the implementation of the Qur'an memorization learning curriculum carried out at Al-Qudwah Primary School is one of them, namely the iqra' method.

With this iqra' method, it is hoped that the student will be able to read the Qur'an and memorize it to the maximum. As a tahfidz Quran teacher, you must also review how students memorize so that they can be in accordance with the tajweed of the Quran. The researcher saw in the observation activities carried out at the Al-Qudwah school that the iqra' method is one of the processes for how to quickly memorize the Qur'an, so it is hoped that students can understand the verses of the Qur'an that are memorized properly and correctly.

Furthermore, the implementation of the Qur'an memorization learning curriculum is also carried out by the question and answer method. The question and answer method is with one of the educational methods in the Qur'an such as surah Al-Baqarah verse 189 which means:

*"They asked you (the Prophet Muhammad) about the crescent moon. Say, "It is a time for people and for Hajj." It is not a virtue to enter the house from behind him, but it is a virtue of the pious. Enter the houses from its gates, and fear Allah so that you may be blessed."*

With this question and answer method, students are expected to be able to understand the meaning of verses in the Qur'an and apply them in daily life. The researcher also provides an understanding in the implementation of the Qur'an memorization learning curriculum with the analogy method.

Where we can understand together that the parable method is one of the Islamic education methods used in the learning system of the prophet Muhammad PBUH often uses understanding in teaching Islamic teachings. This is what makes the verses of the Qur'an memorized by students can provide very extraordinary results to educate them to become students with noble character and hafiz of the Quran.

The implementation of the Aqluran memorization learning curriculum can be carried out by the storytelling method. Because the storytelling method is one of the educational methods in the Qur'an as in the Qur'an surah Huud verse 120 which means:

*"All the stories of the Messengers We have told you (the Prophet Muhammad), the stories with which We have strengthened your hearts. In it has been given to you (all) truths, advice, and reminders for the believers."*

It is hoped that this method of storytelling can provide an example in the moral actions of students so that they have good morals and make the Qur'an as a guide for their lives. In the observation activity, it was also explained that the implementation of the Qur'an memorization learning curriculum can also be used with the advice method. Where the Qur'anic tahfidz teacher gives good advice to students, for example, they must maintain the five times of prayer in daily life and carry out the sunnah prayer recommended by the Prophet Muhammad SAW.

The research also saw that the implementation of the Qur'anic memorization learning curriculum was carried out by a discussion method, one of which was the understanding that the Qur'an is the guide to the life of Muslims and believing in the truth of the content of the Qur'an and accepting the Qur'an with an open heart and joy and understanding the purpose of the Qur'an revealed by Allah, namely to make humans his faithful and devout servants.

### **Supporting and Inhibiting Factors in the Implementation of the Qur'an Memorization Curriculum.**

In the research on the implementation of the Qur'anic memorization learning curriculum, there are several inhibiting factors, one of which is that it is not handled by tahfidz teachers but by their homeroom teachers. In learning tahfidz Quran in this school, it is explained that there is no special tahfidz Quran teacher, so it is hoped that in the future we can have a better tahfidz Quran teacher and be able to make students a generation that brings changes in education, especially being able to memorize the Quran well.

The second factor is that there is no special time in the process of learning to memorize the Quran. This is one of the activities that must be given understanding to school leaders who must have a special time to learn to memorize the Qur'an so that they can memorize the Quran faster. The third factor is the system that regulates the order of tahfidz learning based on level. This is the ability in the implementation of the Qur'anic memorization learning curriculum must use the learning order based on the level of memorization.

The fourth factor, the child's ability varies, means that we see that the student has a different character in memorizing the Quran, so that a good method of memorizing the Qur'an is needed and the process of memorizing the Qur'an can be produced in accordance with the vision and mission in the Al-Qudwah school.

In the research activities, the researcher saw that there were several supporting factors in the implementation of the first Qur'an memorization learning curriculum. The facilities have provided extraordinary benefits so that students' Qur'an memorization is more optimal and can be practiced in daily life. The second supporting factor is motivation. As a tahfidz teacher of the Quran, it must motivate students so that they are enthusiastic about memorizing the Qur'an at all times, because by utilizing the memorization of the Qur'an with the iqra' method, the student is enthusiastic and focused on memorizing the Qur'an well. The third supporting factor is guidance. As a tahfidz teacher, the Quran must provide guidance to the student. Guidance can be like directions, good advice, useful for students so that they do not do

wasteful deeds and always take advantage of the time available to continue memorizing the Quran.

Then with several supporting factors for the smooth learning of the Qur'an, it is one of the results to see the character of students at school, namely having good morals and being able to stay away from reprehensible acts. For this reason, the implementation of the Qur'anic learning curriculum must be improved in schools so that the next generation of the nation becomes a generation that loves the Qur'an and a generation that believes in Allah.

## CONCLUSIONS

The implementation of the Qur'an memorization learning curriculum at Al-Qudwah schools has gone well and provides real benefits for students in forming the next generation of the nation who are able to memorize and practice the content of the Qur'an. However, in order for the learning process to memorize the Qur'an to take place optimally, it is necessary to improve various supporting factors, including the role of tahfidz teachers who must be able to provide optimal results in the implementation of learning. Therefore, improving the quality of curriculum implementation is important so that students can achieve their goals as hafiz Al-Qur'an in a complete and sustainable manner.

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